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ABSTRACT

Based on experience gained during the development of the Planters Employee Training (PET) program in cooperation with the Suffolk City Schools, Virginia, this handbook provides guidelines for similar cooperative adult basic education (CABE) programs. The table of contents is arranged in the order in which the CABE/PET program was developed and shows one order of program development. The six chapters are (1) Presentation to Industry and Labor, (2) Identification of the Cooperating Parties (educational agency, industry, labor), (3) Program Director (qualifications, roles, and responsibilities), (4) Preplanning Meetings of the Cooperating Parties (needs assessment, objectives, and roles, responsibilities, and contributions of the cooperating parties), (5) Development of Program, and (6) Management of Program. More specific topics of program development (chapter 5) include plan of operation, recruitment and cooperation, screening and selection, attendance regulations and completions, format and curriculum, and evaluation. Appendixes amounting to over one-half of the guide include sample PET program materials such as a student information sheet and screening folder materials, a curriculum development plan and guide, and sources of CABE/PET program instructional materials. (YLB)

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HANDBOOK
FOR THE DEVELOPMENT OF

A
COOPERATIVE ADULT BASIC EDUCATION PROGRAM
IN INDUSTRY

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A special thanks is extended to everyone...

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Mimi Edge Felton
Editor
Program Director,
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FOREWORD

The Suffolk City School Board is dedicated to providing educational opportunities to all its youth first, and then to its adult citizens who may need and want further training and/or education. The Board and its staff feel especially excited and pleased to provide the administrative machinery for the implementation of the Planters Employee Training Project 309. The purpose is a cooperative one between the local State supported agency, the City Schools, and private industry, namely the Planters Peanuts, A Division of Standard Brands Incorporated. This program has been very beneficial to all agencies and individuals involved and the Suffolk City Schools are proud to be a part of it. We hope our program can serve as a model for other agencies and industries.

Forrest L. Frazier
Superintendent
Suffolk City Schools

The Planters Employee Training Program is the result of Planters Peanuts and Local 26 of the Distributive Workers of America (DWA) agreeing during the 1977 contract negotiations that a training program was needed and that Planters would sponsor such a program.

The actual program, better known as PET, is the result of Planters Peanuts, Local 26 DWA, Suffolk City Schools, and the Virginia Department of Education joining together and developing a program that would (1) fill the needed educational requirements of our employees, (2) help them perform their jobs properly, (3) give them the potential to progress to more skilled, higher paying jobs, (4) assist them to become better citizens, and (5) give them the personal satisfaction that comes with learning.

We at Planters are proud of the accomplishments of our employees and trust they will continue using our PET program.

Emmett E. Holland
Manager of Personnel Services
Planters Peanuts

PREFACE

Cooperation between a state supported educational agency and private industry for programs to provide educational opportunities to adults with less than a high school education is now a reality in the state of Virginia. Such a program is in existence at Planters Peanuts, A Division of Standard Brands Incorporated, in Suffolk, Virginia, in cooperation with the Suffolk City Schools.

The purpose of the program at Planters, the Planters Employee Training (PET) Program, is to provide its employees with the opportunity to improve their reading, writing, and math skills in order that they might better perform their present jobs, become eligible for promotion, become better citizens of the community, and experience the personal satisfaction that comes with learning. The purposes of Cooperative Adult Basic Education (CABE) programs may vary from specific job training to preparation for taking the General Education Development (GED) test depending upon the location of such program and the adults being served. Nevertheless, whatever the purposes of the programs, the way in which the programs are developed and carried out is basically the same.

The objective of this handbook is to provide guidelines for similar efforts in the future. It is the "how to" in initiating and developing a Cooperative Adult Basic Education (CABE) program based on experience gained during the one and a half years of development of the program at Planters. The contents are, in many areas, drawnout and detailed in nature but are not meant to dull the curiosity or creativeness of the next program director. By no means is this handbook the final word in the development of CABE programs.

The order in which topics for discussion are presented is actually the order that things happened in the development of the CABE/PET program at Planters. Therefore, by following this order as outlined in the Table of Contents, it is hoped that similar programs can be developed in other industries with facility.

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**DEVELOPING
A COOPERATIVE ADULT BASIC EDUCATION PROGRAM
IN INDUSTRY**

I. PRESENTATION TO INDUSTRY AND LABOR

A. Profits to industry

B. Profits to labor

**C. Statistics to support development of
a CAFE program**

I. PRESENTATION TO INDUSTRY AND LABOR

A. Profits to industry

Why should industry cooperate with a local / State supported educational agency in developing an Adult Basic Education program in its industry? And, how can industry profit from such a program?

The first question is one of economics and convenience. Cooperation includes the sharing of expenses by both parties thus cutting the cost of the program to industry. If Adult Basic Education funds are used, up to ninety per cent (90%) of the cost of the program can be provided. Also, the industry can use the expertise of the educational program with minimum planning and time expended by industry.

Once industry makes a commitment, what can it expect in return? How can industry profit? More and more college and high school graduates are being forced down the organizational ladder and are joining the labor market. The employees presently holding labor jobs must be able to compete with educated individuals. It would be to industry's advantage to educate its present employees rather than hiring someone new. Although the present employees might be inferior educationally, they do have irreplaceable experience with that particular industry and certainly have a sense of loyalty to the industry. If the industry provides educational opportunities to its employees, the employees are likely to show even more loyalty because they will feel that industry is interested in them as individuals and not just as workers. Increased employee morale and job satisfaction are probable benefits. Industry will reap benefits for which it is already paying. The first class mechanic, who when hired many years ago did not have to be able to read, can improve his skills and on-the-job performance for which he is already being paid.

If the industry's work force cannot read, problems of instruction and safety arise. By providing the basics in reading, writing, and math, employees will be better equipped to take special job training, apprenticeship, and safety classes.

Assisting in the development of an educational program is a means by which industry can meet a "social commitment" to the community in which it is located. Educating its employees is also making the employees better citizens of the community. Consequently, the community will respect the industry.

All of these benefits should lead to increased production and larger profits for industry through motivated, safe, and more satisfied employees and an appreciative community.

B. Profits to labor

Labor organizations can be an important part in any cooperative effort. Labor organizations act as key communicators by encouraging their membership to attend the program. In addition to the contributions that labor organizations can make to the cooperative program, they have much to gain.

Labor organizations generally have among their goals the improvement of the working conditions of their members. Their concerns are job safety, wages, job security, and apprenticeship training, all of which can result from a better educated member/employee.

The relationship between management (industry) and labor (union) is quite often an adversary one and unavoidable so. If management, labor, and educators recognize and appreciate that relationship, they can use it to produce an even better cooperative program. An alliance of the three can only be advantageous to all.

I. PRESENTATION TO INDUSTRY AND LABOR

C. Statistics to support development of CAFE program

Of course relationships between management and labor vary in different parts of the country. Therefore, in a presentation to management and/or labor, general statements pertaining to this relationship should be localized. Some statistics supporting the development of a CAFE program in industry that might be included in a presentation to management and/or labor are found in Appendix A.

II. IDENTIFICATION OF COOPERATING PARTIES

- A. Educational agency**
- B. Industry**
- C. Labor**

II. IDENTIFICATION OF COOPERATING PARTIES

In order for a Cooperative Adult Basic Education (CABE) program to begin, someone from some party/agency makes an inquiry to another party/agency indicating a need for an Adult Basic Education program. It is difficult to say just what party/agency will make the "first move." This action will depend largely upon who first sees or anticipates a need. No matter who makes the first inquiry, cooperating parties gradually become identifiable. The three major parties involved in a cooperating program are (1) the local/State supported educational agency, (2) private industry, and (3) labor. Under each group are some important subgroups or individuals who also must be identified. They are as follows:

A. Educational agency

Educational agency

1. State department of Education (Supervisor of Adult Education)
2. Local Superintendent of Schools
3. Local Supervisor of Adult Basic Education
4. Future program director/teacher (The program director may not be a part of the educational agency staff at this stage in the development of the CABE program. However, if at all possible, he should be identified and/or employed so as to be involved in the planning process as soon as possible.)

B. Industry

Industry

1. Corporate official who makes final financial commitment
2. Plant Manager
3. Manager of Training
4. Manager of Human Resources
5. If unionized, liaison representative between industry and union
6. Employee or work-force representative

C. Labor

Labor

1. Local Union Official (President)
2. Plant Union Leader (Chief Steward)

Initial involvement of all levels of management, education, and labor can prevent resentment and misunderstanding of the cooperating parties in the developmental stages of the CABE program.

III. PROGRAM DIRECTOR

- A. Qualifications**
- B. Roles and responsibilities**
- C. Orientation to industry**

III. PROGRAM DIRECTOR

In addition to the cooperating parties and their representatives, a CAFE program needs a leader, a program director. The strength of leadership in a CAFE program is extremely important. The program director is in a position of having to work with a variety of individuals. The program director has in many respects several bosses, those that represent the cooperating parties and the participants in the program itself. Nevertheless, the program director must remain impartial to them. It is not important that the program director represents either education, industry, or labor, but that he can be identified and supported by each in the direction of the program. However, the program director should be an employee of the school system rather than the industry, thereby, avoiding a direct linkage with management and labor.

A. Qualifications

There are some qualifications and characteristics a program director should have in such a unique position that can enhance the CAFE program. The program director must (1) be familiar with adult education in general, (2) have some experience in teaching adults, (3) be enthusiastic, strong, and willing to try new ideas, (4) be flexible, (5) enjoy and be capable of working with, working for, and working under many people, and (6) must be honest and sincere.

"The very need of cooperative programs for strong leaders who can take the responsibility from two agencies, meet problems and people head-on, and develop strong efforts, is also the possible greatest weakness. If the leader is so strong that she or he "is the program," and other bridges are not in existence, then the adult cooperative effort is so dependent on one person that the possibility for problems is great." (Granger 3:42) The program director must be careful not to become too strong a link because no one person is permanent. Again, documentation (writing things down) can be a preventive measure for the program director to take.

B. Roles and responsibilities

The duties and authority of the program director are decided by the cooperating parties in the preplanning meetings. They are specified in writing and made known to all concerned with the CAFE program. The program director carries out the following responsibilities as related to each cooperating party.

For the educational agency, the program director (1) attends all preplanning meetings of the cooperating parties, (2) develops an Adult Basic Education curriculum based on the program objectives identified by the cooperating parties, (3) files all necessary applications and reports to the local ABE supervisor or to the State Department of Education, and (4) serves as a teacher in the program. For industry the program director (1) attends all preplanning meetings of the cooperating parties, (2) conducts the program in areas of recruitment, registration, and screening, (3) keeps accurate attendance records of employees/participants for pay purposes, (4) becomes acquainted with the personnel from industry with whom he will be working, and (5) becomes acquainted with the industry itself, seeking to learn and incorporate the trade terminology and math into the regular ABE curriculum. For labor (union), the program director (1) becomes acquainted with the union and its agreement with industry, (2) attends the union meetings to explain the CAFE program, and (3) provides information concerning the program.

III. PROGRAM DIRECTOR

C. Orientation to industry

For all the cooperating parties the program director develops and manages the CAGE program from the very beginning. The program director must remain impartial to all the cooperating parties. By being honest and consistent, the program director can accomplish his duties with limited conflicts.

The program director must remember when stepping into an industrial setting, that he has much to offer but also much to learn. If the program director is an outsider to the industry, an important part in the development of the CAGE program is his orientation to the industry. The first contacts with industry's representatives are made at the preplanning meetings of the cooperating parties. However, contacts do not stop here. During the program development the program director is involved with many representatives from industry including top management, department heads, supervisors, employees/workers, and the clerical staff.

During the preplanning meetings (to be discussed in Section IV) the program director identifies with one of industry's representatives with whom he feels comfortable and one who seems to know the industry from many angles. He then asks this person to introduce him to the following: (1) the persons and departments involved in the communication flow of the industry, i.e. Personnel/Human Resources Department, Payroll Department, Credit Union, etc.; (2) some of the clerical staff who can acquaint the program director with office equipment and the office supply system; (3) department heads/supervisors; (4) employee representatives to management; and (5) labor leaders.

When becoming acquainted with the industry, the program director does not want to be identified (seen) with management alone. Having an employee/union member along on tours of the plant is wise for many reasons. Much is learned by and from everyone!

The program director should determine what assistance various personnel and departments can provide him while developing and managing the CAGE program. For example, the Human Resources Department can be of great help in (1) contacting and locating employees, (2) scheduling of appointments with future participants, and (3) providing data relevant to the program such as basic skills required in a particular job.

The program director can only learn but so much about the industry at one time. His orientation continues throughout the development and management of the CAGE program. However, the initial impression made by the program director on everyone in industry is crucial to the cooperation and assistance he will receive from them in fulfilling his responsibilities. Being sincere, friendly, enthusiastic, and considerate of others and their time are valuable traits of any program director.

IV. PREPLANNING MEETINGS OF THE COOPERATING PARTIES

- A. Two important rules**
- B. Agenda for first preplanning meeting**
- C. Needs assessment**
- D. Objectives**
- E. Roles, responsibilities, and contributions of the
cooperating parties**
 - 1. Educational agency**
 - 2. Industry**
 - 3. Union**

IV. PREPLANNING MEETINGS OF THE COOPERATING PARTIES

A. Two important rules

Once the cooperating parties and their representatives have been identified, discussions are held and decisions are made in preplanning meetings of the cooperating parties. Two important rules govern these discussions and decisions and cannot be overemphasized.

The first rule is that the program director and all the cooperating parties and their representatives must attend the preplanning meetings from the very beginning. It is important that everyone hear, discuss, and understand the concerns of all parties. Since cooperative programs require commitment from the cooperating parties, joint discussions and decisions of everyone in meetings help seal that commitment.

The second rule is that all discussions, decisions, and commitments on needs, objectives, roles, responsibilities, and contributions must be documented (in writing). This is important because the original personnel involved might be replaced and because writing things down helps clarify what is said and meant. This documentation need not be elaborate and can be revised. It can be used as ready reference when needed and can prevent misunderstandings on the part of the cooperating parties. A final product should be a Memo of Agreement or a Memo of Understanding which states the responsibilities and contributions of each of the cooperating parties. Copies of this memorandum should be signed by each agency head.

B. Agenda for first pre-planning meeting

The following is an example of an agenda for the first preplanning meeting:

- I. What is Adult Basic Education?
- II. How can the following benefit from a CAFE program?
 - A. Industry
 - B. Union
 - C. School system
 - D. Community
 - E. Employee/participant
- III. What are the roles, responsibilities, and contributions of the following?
 - A. Industry
 - B. Union
 - C. School system
 - D. Program director
- IV. Topics to be discussed at future meetings.
 - A. Needs
 - B. Objectives
 - C. Plan of operation
 - D. Recruitment and registration
 - E. Screening and selection
 - F. Completions

IV. PREPLANNING MEETINGS OF THE COOPERATING PARTIES

The topics (1) needs assessment, (2) objectives, (3) roles and responsibilities of cooperating parties are the foundation in the development of an effective CAFE program and must be discussed and clearly established in the preplanning meetings.

C. Needs assessment

The question, "Why is a CAFE program needed?" must be asked of each of the cooperating parties. Having each party write down its needs and locating common needs, is a start. Another way to determine needs is through in-pur from the prospective participants and the on-the-job department heads/supervisors. An advisory committee of each (prospective participants and department heads/supervisors) can be established and can report to the cooperating parties and/or program director. It is important to remember that the original needs of any party can change so needs must be based on the most current information possible and must be reviewed and revised periodically. An informative discussion on needs assessment in Cooperative Adult Basic Education programs can be found in **Guidelines for the Development and Study of Cooperative Adult Education Programs** (1) published by the center for Vocational Education at Ohio State University.

D. Objectives

The cooperating parties must next decide on the objectives of the CAFE program. The objectives should be written by using the identified needs. Again, all cooperating parties and their representatives in addition to the suggested advisory committee should be involved in writing the objectives. The objectives should (1) be revised periodically, (2) be based on current needs, and (3) be flexible. The publishing of the objectives of the CAFE program is important not only to the cooperating parties but also to program participants so they understand clearly what is to be gained from the program. A participant who enters a program, expecting to obtain instruction in a particular area or at a certain level, can become distressed when he finds out that the program never intended to offer that for which he was looking. The result is poor publicity for the program.

The cooperating parties might wish to establish two sets of objectives. The first set is broad program objectives stating the goals of the program itself and the second set specific objectives as related to the needs of the participants. For example, a program objective might be to improve the math skills of the employee for entrance into an apprenticeship program while a specific objective of the participant might be to learn his multiplication tables.

Another topic to be discussed at the preplanning meetings is the roles, responsibilities, and contributions of the cooperating parties. The rules of total involvement and documentation continue to be of uppermost importance.

E. Roles, responsibilities, and contributions of the cooperating parties

Another topic to be discussed at the preplanning meetings is the roles, responsibilities, and contributions of the cooperating parties. The rules of total involvement and documentation continue to be of uppermost importance.

IV. PREPLANNING MEETINGS OF THE COOPERATING PARTIES

1. Educational agency

The educational agency . . .

- 1) Will provide the personnel to act as its cooperating party representatives to all meetings concerning the program.
- 2) Will hire and supervise the program director and teaching staff.
- 3) Will provide the expertise for the development of the Adult Basic Education curriculum used in the CAFE program and the management of the instructional phase of the CAFE program.
- 4) Will file all necessary applications and reports to the State Department of Education.
- 5) Will contribute ninety percent (90%) of the total cost of the CAFE program from its Adult Basic Education funds.

2. Industry

The industry . . .

- 1) Will provide the personnel to act as its cooperating party representatives to all meetings concerning the program.
- 2) Will provide the on-site facilities for location of the classroom/s.
- 3) Will provide payment to employees for participation and/or release time for employees to take part in the CAFE program.
- 4) Will sponsor activities to honor the participants.
- 5) Will contribute a minimum of ten per cent (10%) of the total cost of the CAFE program.
- 6) Will provide in-kind contributions, such as use of office equipment, office supplies, guidance from industrial personnel, and etc.

3. Union

And, if industry is unionized, the union . . .

- 1) Will provide the personnel to act as its cooperating party representatives to all meetings concerning the program.
- 2) Will make suggestions for the establishment of needs and objectives of the CAFE program.
- 3) Will help to recruit participants by encouraging its membership to attend the CAFE program.
- 4) Will provide on-going publicity for the program to its membership.

The needs, objectives, roles, responsibilities, and contributions that are discussed and finally documented will vary from one CAFE program to another. The previous discussion of such topics should serve only as a guide in the preplanning meetings of the cooperating parties. However, after the above topics are documented, the program director is in "good shape" to develop a sound CAFE program.

V. DEVELOPMENT OF PROGRAM

- A. Plan of operation**
 - 1. Location of classroom/s
 - 2. Days and hours of operation
 - 3. Program dates
- B. Recruitment and registration**
 - 1. Meeting with management
 - 2. Meeting with union
 - 3. Open House and registration for employees
 - 4. Other methods of recruitment
- C. Screening and selection**
 - 1. Purpose of screening
 - 2. Steps to take prior to screening and selection
 - 3. Steps to take during screening and selection
 - 4. Steps to take after screening and selection
- D. Attendance regulations and completions**
 - 1. Attendance regulations
 - 2. Completions
- E. Format and curriculum**
 - 1. Instructional format
 - 2. Instructional materials
 - 3. Staff
 - A. Numbers
 - B. Hiring
 - C. Qualifications
- F. Evaluation**
 - 1. Evaluation of the program
 - A. Process evaluation
 - B. Product evaluation
 - C. Using the results
 - 2. Evaluation of the participant
 - A. Formal evaluation
 - B. Informal evaluation

V. DEVELOPMENT OF PROGRAM

Once the cooperating parties have been identified and have met to establish needs, objectives, roles, and responsibilities, a program should be developed which is designed specifically for the particular industry. Development of the program is in the hands of the qualified program director who is aware of his duties and who is familiar with the industry. The purpose of the following outlined discussion is to give the program director a step by step path to take in the program development. It is not conclusive, will vary from one industry to another, and is meant to serve only as a guide. As a part of the outline, where appropriate and believed to be helpful, comments will be made pertaining to the development of the CAFE/PET program at Planters.

The program director develops the program based on the documented information derived in the preplanning meetings of the cooperating parties. He should study and consider the needs and objectives established. Likewise, he should put in writing all his plans involving program development and should have them approved by the cooperating parties. He should find the cooperating parties and the suggested advisory committee of department heads, supervisors, and future participants helpful in program development in the outlined areas of plan of operation, program dates, recruitment and registration, screening and selection, and attendance regulations.

V. DEVELOPMENT OF PROGRAM

A. Plan of operation

1. Location of classroom/s

The classroom/s should be located in or near the main plant to situate them convenient to all participants/employees. On site classrooms strengthen the importance of the program and provide continual publicity to the employees, plant manager, department heads and supervisors. Locating the classes in or near the main plant provides ready access to office equipment and supplies for use by the program director and teachers in conducting classes. The classrooms should be located in a safe, comfortable, and attractive setting. Consideration should be given to (1) the safety of participants getting into and out of the area in which classrooms are located; (2) the possibility of non-employees participating and if so, the effect on the insurance paid by the company; (3) the environmental factors such as noise, air, and temperature; and (4) the attractiveness of classrooms to give prestige to the program.

A pilot program was conducted at Planters Peanuts in the main plant in the only conference room within the facility. The pilot program was successful. However, there were problems in using the conference room because of its frequent use by management, because of crowded conditions, and because the program director did not have storage space for and access to instructional materials.

Because of the success of the pilot program, Planters converted the end of the main cafeteria into three conference/classrooms. One classroom was designated for use as an office for the program director and storage of some of the program materials with the remaining area used mainly for classrooms. Even though meetings are held by management in the rooms there is very little conflict with the CABE/PET program. (If classrooms are also used for conference rooms, it is important to set up a schedule for use of the rooms through industry to prevent or minimize potential conflicts.)

2. Days and hours of operation

In establishing the days and hours of operation the program director must take into consideration which days employees would most likely attend and what hours would allow employees the opportunity to attend. Hours must be based on mode of operation (i.e., single shift, 24 hr./3 shifts) of the particular industry.

The program at Planters provides instruction from 1:00 p.m. to 6:00 p.m. on Monday, Tuesday, Wednesday, and Thursday. These hours give employees from the A, B, and C shifts an opportunity to attend classes. Participants working from 7:00 a.m. to 3:00 p.m. (A shift) attend class after work anywhere between 3:00 p.m. and 6:00 p.m. Participants working from 3:00 p.m. to 10:00 p.m. (B shift) attend class before work anywhere between 1:00 p.m. and 3:00 p.m. Participants working from 10:00 p.m. to 7:00 a.m. (C shift) attend class anywhere between 1:00 p.m. and 6:00 p.m. Classes are not conducted on Friday because of the probability of poor attendance since it is the day after payday. Thursday, payday, is also a poor attendance day.

A schedule is established for each participant to attend class two days a week for two hours of study each day. Section V.C. of the handbook will deal with student scheduling in more detail.

3. Program dates

Dates to be considered and established in the development of the program are (1) preplanning meetings of cooperating parties, (2) recruitment and registration of participants, (3) screening and selection of participants, and (4) length of the instructional phase of the program.

V. DEVELOPMENT OF PROGRAM

A. Plan of operation

A pilot program was conducted at Planters from April, 1978, to June, 1978, with classes meeting two days a week for two hours each day. From this pilot program ideas evolved and employee interest was stimulated. The present program (instructional phase) did not start until September, 1978. However, during the summer months preplanning meetings of the cooperating parties were held, and recruitment, registration, screening, and selection were held. The present instructional phase of the program has been conducted from September and will continue through May. Instruction is not provided during the summer months because of the added home responsibilities, vacations, and other summer activities of the participants which would likely result in poor attendance.

V. DEVELOPMENT OF PROGRAM

B. Recruitment and registration

The planning of recruitment and registration involves all cooperating parties. The program director should establish a plan of recruitment and registration and present it to the cooperating parties for approval. That approval is mandatory before beginning any publicity. Any recruitment information and literature should (1) be accurate and realistic, (2) clearly state the participant's program benefits and responsibilities, (3) state the minimum qualifications for including participants in the program, (4) be approved by all cooperating parties, and (5) be specified in writing.

Recruitment in industry is done with three groups (1) management, (2) union and, (3) employees (future participants). It involves acquainting each group with the program objectives, program format, curriculum, and the expected results. This can be done through meetings with each group and by holding an Open House.

The discussion which follows is based on the registration and recruitment plan used at Planters which proved to be effective and successful.

Meeting with management

A meeting with the department heads/supervisors (those individuals from industry having the most contact with the employees, future participants) was held well in advance of any publicity to the employees. The purpose of the meeting was to familiarize them with the program and to ask for suggestions. The meeting with the department heads/supervisors at Planters was most helpful. Those attending showed much interest in the program and offered some practical suggestions for recruitment and registration. Because of their initial involvement, most of them have continued to show an interest throughout program operation. An information sheet on the program (Appendix B) was printed and distributed to the department heads/supervisors. An additional sheet was printed and/or a discussion held regarding the benefits of the program to the department heads/supervisors and their roles in promoting the success of the program (Appendix C). Also at this meeting the department heads/supervisors were informed of the dates for activities to be held during recruitment and registration, including the screening and selection dates and procedures, and of any responsibilities they would have or records they would be asked to keep.

It can be noted at this time that the department heads/supervisors can contribute to the development of a trade-based curriculum. The program director can find out what skills the department heads/supervisors would like the employees to acquire. This discussion is another way to get the department heads/supervisors actively involved and interested in the program. (Appendix D) The program director should attempt at this time to establish a good working relationship with the department heads/supervisors and determine from them the best line of communication to use (the best way to get in touch with them).

2. Meeting with union

Since Planters is unionized, another effective part of the recruitment plan was the involvement of the union. The program director spoke before the Union Board and the general membership. (Union representatives from the various departments can serve as an excellent means of publicity for the program. They usually have very close contact with the employees within the various departments, possibly more so than the department heads/supervisors.) The purpose of a meeting with the Union Board and its general membership was (1) to inform them generally about the program, (2) to distribute pertinent literature (Appendix B), (3) to reach employees who are beginning readers and who would not be able to read literature on the program, (4) to answer any questions concerning the program, and (5) to announce important dates of recruitment, such as the Open House and/or registration.

V. DEVELOPMENT OF PROGRAM

B. Recruitment and registration

3. Open House and registration for employees

Each meeting provided an excellent opportunity for the program director to begin to establish a good relationship between the employees and the PET program. The program director stressed that the PET program was for all levels of abilities; that it did not matter how much or how little the participant already knew; that the program director was willing to talk privately with anyone concerning the program and would personally register anyone not able to read or write. (The program director must not portray an air of superiority but one of genuine interest and concern for improving the educational level of the employee. The initial contact and impression made by the program director or anyone associated with the program is significant in the success of recruitment.)

Another means of recruitment at Planters was holding an Open House at which time registration was also conducted. (An Open House should be held in or near the classrooms. However, if the prospective participants are unable to attend due to inconvenient time and location, arrangements should be made with management to conduct registration at the employees' work-sites.) The Open House was held at a time that gave all the employees the opportunity to attend without having to take time off from work (during breaks and lunch). The department heads/supervisors were helpful in establishing a practical schedule. The Open House at Planters was held for three days, at three different locations (Appendix E).

It is important to make the Open House as convenient, attractive, relaxing, and pressure-free as possible. The employees who need the educational program the most are the most difficult to reach. They are scared, embarrassed, and ashamed of their lack of education. Every effort must be made to "reach and keep" them.

The purpose of the Open House was to familiarize the employee with the program by (1) providing written and verbal information on the operation of the program (Appendix B); (2) displaying workbooks and other instructional materials used in the program, making sure to have examples of materials used at all instructional levels from the beginning reader and up; (3) answering any questions and concerns the employee might have; and (4) registering those employees interested in enrolling in the program. Registration cards (Appendix F) were kept simple, requesting only the information necessary at that point to the management of the program. The program director provided assistance, without embarrassment, to any employee not able to read or write.

If registration is not held during the Open House, another date or method must be established. Other possibilities would be (a) registration through the Human Resources department, (b) through the department heads/supervisors, and (c) through the program director at a time other than the Open House.

Even though registration is available through these other methods, every effort should be made by the program director to be involved personally with registration of prospective participants. Obviously registration conducted by others who may have little, if any, interest in the program, or who may lack accurate information concerning the program, can damage recruitment and program reputation.

4. Other methods of recruitment

Other methods of recruitment are (1) publicity provided by and through the Human Resources Department, (2) posters on billboards and bulletin boards located in or near the main plant, and (3) articles in the industry's newsletter. The best publicity for future recruitment will be provided in most cases by satisfied program participants who speak in favor of the program and who will encourage their fellow employees to register.

V. DEVELOPMENT OF PROGRAM

C. Screening and selection

1. Purpose of screening

The planning of screening and selection involves all cooperating parties. The program director should establish a plan of screening and selection, present it to the cooperating parties for approval, and document the final decisions made.

"Screening" involves interviewing and testing of the registrants for placement in the program. "Selection" is the final choice of a predetermined number of registrants who will be enrolled as participants.

The purpose of screening is as follows:

1. To determine the level at which the participant will be working and the instructional materials assigned to the participant.
2. To prepare the participant's packet containing all necessary materials that will be ready for use the first day of instruction.
3. To establish, as much as possible, a well-balanced program that provides instruction for all levels, i.e., Level 1 (Grades 0-4) and Level 2 (Grades 5-8), based on the needs of the program as established by the cooperating parties.
4. To establish a class schedule, designating the days and hours the participant will attend class. It is helpful to establish this schedule in order to balance the teacher/student ratio. Any established schedule must be flexible to allow the participant an opportunity to continue in the program despite a change in his work schedule.
5. To elicit information needed for the register as requested by the State Department of Education and information needed for the participant's personal file folder.

2. Steps to take prior to screening and selection

The first step to take prior to the screening and selection process is to select a certain number of registrants that will be screened, based on the number of participants that can be enrolled in the program. For example, if the program has room for 40 students, you might wish to identify 60 potential students to be screened. The cooperating parties decide who comes first or what method of selection is to be used. If the seniority system (giving preference to employees based on longevity of employment) is used, the Human Resources Department ranks the registrants according to seniority. Then, based on the number of participants to be enrolled in the program, that same number is screened starting with the most senior. For a non-unionized industry or one without an established seniority system, selection could be based on a first-come/first-serve basis. The Information Sheet (Appendix G) could be used during registration to determine the general instructional level of the registrant and then preference could be given to the employees most in need of the basic skills.

Because of advancements in technology and changes in the management of industry, job requirements change. As soon as changes are made in an employee's job requirements, the employees, lacking the basic skills of reading, writing; and arithmetic, are identified. The cooperating parties might wish to make provisions in the selection procedures to allow an employee to enroll in the CAFE program, at the request of management, to keep his job or to be able to fulfill new job requirements. Preference would then be given to Level I (Grades 0-4) employees. If such provision is made, the number of participants chosen initially, should be less than the number that could be managed by the existing instructional staff. No matter what system of selection is used, it should be decided on by all cooperating parties, documented, and made known to everyone!

V. DEVELOPMENT OF PROGRAM

C. Screening and selection

The second step to screening and selection is to set up screening appointments for the registrants chosen to become participants, either those most senior, those first on the registration list, and/or those most in need. Since the appointment will involve the employee's getting off work, the setting up of appointments must involve the department heads/supervisors and the Human Resources Department. It would be wise for the program director to elicit suggestions from the department heads/supervisors on how to set up screening appointments.

At Planters, because of the frequent changing of shifts and departments, appointments were lined up through the Human Resources Department. The Human Resources Department was given (1) a list of those employees to be screened, (2) the time-frame in which screening appointments would take place, (3) the approximate length of one appointment, (4) the number of employees to be screened at one time, and (5) the location of screening. The Human Resources Department was able to locate the employee and the department head/supervisor to set a time convenient to everyone involved.

The third step prior to screening and selection process is the preparation of folders to be used during the screening appointment and as a future personal file folder for each participant. Each folder should contain (1) an information sheet cited, in Section V.C-2, (b) a class schedule card to be given to participant as a reminder of when he is to attend class, (c) all testing materials to be used, (d) a record sheet on which to record test results, to make comments, and to designate workbooks for packet preparation, and (e) an appointment verification slip for employee to take back to department head/supervisor after screening appointment: (See Appendix H for examples of materials contained in a screening folder.) A list of testing materials used during screening of participants in the program at Planters is found in the list of Resource Materials (Appendix I).

3. Steps to take during screening and selection

Suggested Screening Format

A. Materials needed.

1. Screening folder (Appendix H)
2. Pencils and scratch pad
3. Class schedule sheet on which to record participants' names and scheduled times of attendance
4. A quiet and private location (preferably in the future classroom/s)

B. What to do.

1. Complete screening folders.
 - a) Fill out information sheet.
 - b) Explain reasons for screening.
 - c) Give WRAT reading test. If the score is less than 6.0, administer the READ. (Example included in folder materials, Appendix H.)
 - d) Give math test. (Example included in the folder materials, Appendix H.)
 - e) Compile test results and make comments on record sheet in folder.
 - f) Give employee appointment verification slip.
 - g) Explain to him what will happen next and answer any questions.

V. DEVELOPMENT OF PROGRAM

C. Screening and selection

2. Schedule class days and hours and record on class schedule sheet when appropriate. (Some registrants might not meet the minimum qualifications. For example, screening results might indicate the registrant is functioning above the levels for which the program is designed.) Give participant personal class schedule card as a reminder.

During the appointment, care must be taken to allow the future participant to feel as relaxed as possible. The filling out of the information sheet can be done by the participant but assistance should be given to anyone having difficulty reading or writing. At this point reading and writing skills can be observed and recorded on the record sheet in the folder.

No matter what tests are chosen, the testing of reading and math skills should be one of "gentle testing." Gentle testing is a non-threatening testing process developed by Ms. Katie Bull, Alexandria Public Schools, Alexandria, Virginia. Actually the word "test" should not even be used with the future participant.

As the future participant reads, offer assistance, helpful comments, and words of praise. While he works the math problems, observe any difficulties, offer assistance, and stop him before he becomes frustrated. Any assistance given should be recorded on the record sheet. Establishment of a comfortable climate and relationship with the test administrator (the program director or an instructional staff member of the program) is crucial to the future success of the participant and of the program in general.

It is wise during the screening appointment to reiterate the rules, regulations, and objectives of the program (to be discussed in Section V.E. of this Handbook), and to make sure the future participant does not have any reservations about becoming a participant. Find out what he expects to get from the program if his goals are realistic. You don't want him to feel "cheated" when it's all over.

4. Steps to take after screening and selection

Final selection depends on the decisions made by the cooperation parties. Since the seniority system was used as the rule of screening and selection at Planters, only the number to be enrolled in the CABE/PET program were screened. At Planters all registrants not selected as participants were contacted personally by the program director. At this time the registrant was told, (1) why he was not chosen, (2) that he had been placed on a waiting list, and (3) as there were vacancies in the program, new participants would be enrolled from the waiting list.

Experience at Planters shows that because of the enthusiasm of the participants, interest was generated throughout the plant and more employees asked to register after the Open House registration. A decision should be made on a cutoff registration date or how to handle such a situation.

A list of the employees who are chosen as participants should be sent to all department heads/supervisors along with a letter thanking them for their cooperation and soliciting their on-going support.

Soon after screening and selection, and based on the information obtained, student packets containing all instructional materials should be prepared and made ready for the first day of class. A packet should contain (1) all workbooks, (2) pencils, (3) tablet, (4) general instruction sheet (Appendix H), and (5) class calendar of holidays and special events.

V. DEVELOPMENT OF PROGRAM

D. Attendance Regulations and Completions

1. Attendance regulations

Attendance regulations should be based on the Plan of Operation (Section V. A. of this handbook) as determined by the cooperating parties. The following attendance regulations are followed at Planters:

- a) A participant must attend a minimum of four hours of instruction per week. A schedule of at least two hours per day, two days per week is established by the program director and participant during the screening appointment.
- b) If a participant misses four consecutive scheduled meetings (eight hours), he is dropped from the roll and another employee is enrolled from the waiting list.
- c) When a participant is dropped due to absences, he is placed on the bottom of the waiting list to await re-enrollment.
- d) Planters pays the participant for two hours of the required four hours per week attendance at the employee's regular hourly wage. To receive any pay, the employee must attend all four hours per week.
- e) A participant is allowed to put in (without compensation) as many hours as he wishes and is able to fit into the schedule of the program.
- f) A participant does not receive compensation if laid-off but can continue in the program. If the employee is recalled, he again receives compensation.

All participants are encouraged to inform the program director of any changes in shifts, lay-offs, vacations, or illnesses that might prevent their attending class or alter their established schedules. It is important to abide by the regulations but at the same time to be flexible and understanding in accepting changes.

An accurate system of attendance keeping must be established. Due to the erratic schedules of the participants at Planters (because of changes in shifts), it became necessary to purchase a time clock used exclusively by the PET program. The participants clock in and out each day of attendance. Consequently, an accurate account of participant attendance is kept for the attendance records needed for the register of the Virginia Adult Education Service, for the payroll department at Planters, and for determining whether or not a participant meets the attendance regulations.

2. Completions

Since the core of the instructional program at Planters involves individualized instruction, a new participant is enrolled whenever there is a vacancy in the program. The new participant is chosen, however, based on the selection process discussed in Section V. C. of this handbook. Likewise, a participant can complete the program at any time during the year, whenever the program director has determined that the participant has completed Level II (eighth grade). The TABE (Test of Adult Basic Education) is used to determine grade level in reading and math. A certificate of completion is issued to the participant.

A decision as to what further educational opportunities or apprenticeship opportunities are available or should be made available to an employee who completes the program should be made by the cooperating parties in the pre-planning meetings. An employee who devotes time to improving his reading and math skills might feel cheated if he is not offered job advancement, job

V. DEVELOPMENT OF PROGRAM

D. Attendance Regulations and Completions

training, higher wages, or additional educational opportunities after completion. All possible opportunities should be made known to the participant.

Any completions at Planters are presently referred to (1) G.E.D. (General Education Development) Classes sponsored by the Suffolk City Schools, (2) skills training programs presently offered in the evening by the Suffolk City Schools at P. D. Pruden Vocational-Technical Center and/or (3) apprenticeship training to be developed and implemented either within the Planters Employee Training Program or by Suffolk City Schools at P. D. Pruden Vocational-Technical Center.

V. DEVELOPMENT OF PROGRAM

E. Format and Curriculum

1. Instructional format

The program director is responsible for designing the instruction format and choosing the instructional materials. As in the other areas of program development, he should base his decisions on the needs and objectives established by the cooperating parties in the preplanning meetings.

The instructional format depends largely on the plan of operation (Section V. A.). The program director should take into consideration (1) the days participants attend class, (2) if they always come on the same days and with the same participants, (3) if the participants come at the same hours, arriving and leaving at the same time, (4) if the participants are working at the same levels. Group or class instruction might be possible if the days, hours, and levels are the same, but experience at Planters demonstrates that such a set-up is unlikely. Any scheduling of days and hours must be flexible to meet the demands of the participant's work and home responsibilities. It is difficult for the participant to stick to a rigid class schedule. Consequently, having the same group at the same time on the same days, is improbable. Even though participants are functioning at the same levels, they will progress at different rates. In other words, group instruction is difficult.

The format used at Planters is basically individualized instruction. A participant begins studying on his own and asks for help from the teachers when help is needed. The teachers monitor the classroom and participants closely in order to assure that some time is spent by a teacher with each student. Even though the format is individualized, small group instruction is provided and promoted when and where appropriate. As the participants become relaxed in the program and familiar with the other participants, they tend to group themselves. They work together on educational crossword puzzles, discuss articles in their newspapers, and help each other in their workbooks. Cooperation and interaction among participants is encouraged but not forced.

The program format should be designed to provide, initially, instruction for the employees functioning at Level I (grades 0-4) and Level II (grades 5-8). Which level or levels are provided or given preference will depend on the needs and objectives established by the cooperating parties. For example, if industry is wanting to improve on-the-job performance of employees who cannot read, write, or cipher, then preference should be given to Level I employees. But, if industry wants to develop or improve the employees' basic skills of reading writing, and math so that they can enter apprenticeship programs, then preference should be given to Level II employees.

The CABE/PET program presently provides instruction to both Level I and Level II employees. A participant is placed in Level I or Level II as screening results dictate. He works at that level until performance and testing indicate a move to the next level or completion of the program. The labeling of a participant is not made known to the participant or fellow participants for obvious reasons. Such labeling is only useful for record keeping and curriculum development. The participant is allowed to work as fast as or as slow as necessary for him personally. Quality of learning, not quantity or rapidity, is emphasized. A participant is allowed to remain in the program until completion of Level II as long as attendance requirements are met with periodic checks of progress.

2. Instructional materials

Development of a curriculum will be determined by the levels of the participants in the program. Instructional materials chosen should develop the skills necessary to meet the objectives of the cooperating parties and the participants.

The instructional materials used in the CABE/PET program provided in-

V. DEVELOPMENT OF PROGRAM

E. Format and Curriculum

struction in the basic skills of reading, writing, and math at Levels I and II. The **Adult Basic Education Curriculum and Resource Guide** obtained through the Virginia Adult Education Service (Appendix I) is used along with past experience of the program director and teachers in the field of Adult Education in the selection of instructional materials. Consumer Education and trade terminology and math are incorporated into the basic curriculum when and where appropriate. (The method by which trade terminology and trade math are incorporated into the regular ABE curriculum is being developed at Planters and will be shared with other CAFE programs in the future. Appendix K) Because of the high cost of materials and limited funds, only a small representative group of workbooks to teach the basic skills is chosen. However, a library of additional materials is available. These materials have been acquired from Adult Education workshops and as sample materials from various book companies. The program director should make every attempt to establish a library of adult education materials. Because of the differences in adult learners, it is difficult to choose materials suitable for everyone. As needs and objectives change and as the teachers become more familiar with the participant's skills, instructional materials will also need to be changed. The more materials the teacher has to draw from, the more appropriate and successful the program will be in meeting the needs of everyone. The program director and teachers will also want to design their own materials to compliment those commercially published.

A list of instructional materials (Appendix L) used in the CAFE/PET program is provided. Some of the materials have proven to be very effective while others have not. Because of CAFE program differences in needs, objectives, and participants, recommendation of some materials over others does not appear beneficial. Selection of materials is one of the most difficult tasks of the program director.

3. Staff

a. Numbers

Decisions concerning the staff (teachers and teachers' aides) should be made by the cooperating parties. In addition to the program director (who should also spend part of her time as a teacher), teachers and teachers' aides must be identified. The number of teachers and aides needed will depend on the number of participants and the scheduling of the participants. The Virginia Adult Education Service recommends that there be one (1) teacher for every eight (8) participants (students) and there be one (1) teacher's aide added when the participant number reaches twelve (12) per teacher. When working with Level I (beginning readers), a ratio of one (1) to eight (8) is really not adequate in providing the individualized instruction needed. The more teachers and/or teachers' aides, the better the quality of instruction.

b. Hiring

As was the case with the program director (Section III of this handbook), the teachers and teachers' aides should be hired by the school system rather than industry. However, having aides from the industry can be advantageous. Since the teachers will be unfamiliar with industry, aides coming from the plant and from the union, if applicable, can offer valuable suggestions in all areas of the program. At Planters, the two teachers' aides are employees of Planters and active union members. After their regular working hours, they serve as aides in the CAFE/PET program and are then employed and paid by the school system. This set-up works nicely in that they are better acquainted with the skills that the participants use on the job and with participant reaction to the PET program as expressed outside of class.

V. DEVELOPMENT OF PROGRAM

E. Format and Curriculum

c. Qualifications

The qualifications for the teachers and teachers' aides are somewhat similar to those of the program director. The teachers and teachers' aides do not have the administrative responsibilities as does the program director but they are responsible for providing instruction to the participants in the program. Since the teachers and teachers' aides work with adults, they should (1) be experienced in working with adults, (2) be patient and understanding in providing help to others less capable, (3) be open minded in accepting constructive criticism and in admitting their own inadequacies, (4) be enthusiastic in working with and for other adults, and (5) be honest and sincere in performing their jobs.

A teacher should have some background or experience in adult education. However, having experience in teaching and being familiar with the basic skills involved in reading, writing, and math is sufficient as long as the teacher is willing to put forth the effort to learn new teaching techniques to meet the needs of each participant. Any teacher working with Level I participants should have knowledge and experience in teaching reading or should be willing to attend classes or workshops in this field. The teacher cannot be an expert in all the subjects taught. He will find himself brushing up on old skills, seeking ways to teach these skills to others, and sometimes learning new skills with the participants. An open-minded, enthusiastic, and creative teacher can do this. The teacher's aide does not necessarily need the educational background of a certified teacher. He should have completed high school and be able to perform the basic skills being taught.

To have a successful CAFE program the program director, teachers, and teachers' aides must cooperate with one another in meeting the needs of the participants in the program and in meeting the needs of the program in general. Cooperation among the staff leads to cooperation among the participants and creates an atmosphere conducive to learning.

V. DEVELOPMENT OF PROGRAM

F. Evaluation

	Evaluation in a CABE program includes evaluation of the program and evaluation of the participant. How this evaluation is done and by whom it is done will differ slightly with each. The discussion to follow will first be the evaluation of the program and second, the evaluation of the participant.
1. Evaluation of the program	The three components of an effective evaluation plan of a CABE program are (1) a process evaluation, (2) a product evaluation, and (3) using the results of both for improving the various aspects of the program.
a. Process evaluation	The process evaluation is carried out by three groups. The cooperating parties, the program director, and the participants conduct and complete a process evaluation through meetings and/or questionnaires. The processes that each group examines include, but are not limited to, the following: 1. Needs 2. Objectives 3. Roles, responsibilities, and duties 4. Plan of operation 5. Recruitment and registration 6. Screening and selection 7. Attendance regulations 8. Completions 9. Instructional format 10. Curriculum 11. Staff 12. Administration and management of program The processes that are examined can be the same as those processes used in the development of the CABE program. When evaluation is being made of, or involves, one of the three groups (i.e., program director and staff), that group should be excluded during or from the discussion.
b. Product evaluation	A second component of the evaluation plan involves product evaluation. In other words, the end-product produced by the program is examined in comparison to the product projected by the program objectives. The two groups, the cooperating parties and the program director, along with questionnaires representing the feelings of the third group, the participants, examine the actual outcomes. This activity is carried out in formal meetings at the conclusion of each fiscal year and recommendations are turned over to the program director.
c. Using the results	It becomes the program director's responsibility, in concert with members of the cooperating parties, to use the results of the first two evaluative components (i.e., the process evaluation and the product evaluation). The program director reviews and uses the results to make adjustments in the existing program plan. He presents the revised program plan to the cooperating parties for approval during planning activities for the subsequent fiscal year.
2. Evaluation of the participant	Evaluation of the program participant is carried out by the program director or a member of the staff. The two components of participant evaluation are (1) a formal evaluation, and (2) an informal evaluation.

V. DEVELOPMENT OF PROGRAM

F. Evaluation

a. Formal evaluation

Formal evaluation is the using of standardized tests (also administered soon after entry into the program) to measure progress made by the participant during participation in the program. The TABE (Test of Adult Basic Education) is used in the CAFE/PE I program. The grade-level score of the participant upon entry into the program is compared with the grade-level score of the participant either when the staff feels an evaluation needs to be made or at the end of the instructional phase of the program for that fiscal year. The results of this evaluation are used (1) to evaluate effectiveness of instruction and instructional materials, (2) to determine advancement from Level I to Level II, (3) to determine completion of the program, (4) to determine if participant's objectives are met, (5) to complete end-of-the-year forms for the State Department of Education, and (6) to record information in the participant personal file folder.

b. Informal evaluation

An informal evaluation is also conducted by the staff with the participant. This evaluation is in the form of questionnaires and/or interviews with the participant to determine if personal objectives were met. The results of this informal evaluation are used to choose instructional materials and design the instructional format to be used with the participant in the subsequent instructional program. An informal evaluation can be conducted anytime during the instructional phase of the program whenever the participant or the staff sees a need. The results can be used not only to plan for subsequent instruction but also to make changes in the present instruction.

The program director will have to choose standardized tests and design questionnaires based on and appropriate to the CAFE program objectives and participant objectives. Any tests, questionnaires, forms, etc. should be reviewed and approved by the cooperating parties.

VI. MANAGMENT OF PROGRAM

- A. The program director as related to the cooperating parties**
- B. The program director as related to the staff**
- C. The program director as related to the participant**
- D. The program director as related to the curriculum**

VI. MANAGEMENT OF PROGRAM

A discussion on how to manage a CABE program would in itself generate another handbook. Since the purpose of this handbook is to help others develop a Cooperative Adult Basic Education program industry, a lengthy discussion on management of the program is not applicable at this time. Nevertheless, a list of suggestions on management of a CABE program obtained through experience at Planters is provided below.

The program director, who is responsible for managing the program, will want to consider the areas of management as related (1) to the cooperating parties, (2) to the staff, (3) to the participant, and (4) to the curriculum.

A. The program director as related to the cooperating parties.

1. The program director should provide and encourage on-going communication with the cooperating parties (industry, educational agency, and union) including all the representatives of each.
2. The program director should provide management in industry (from plant manager to department heads/supervisors) with (a) an updated list of participants, (b) a list of completions, (c) publicity of the program including progress reports, attendance records, and success stories of participants.
3. The program director should cooperate with management in industry when changes need to be made in the participant's schedule to allow for changes in shifts, working overtime, and attending union meetings.
4. The program director should get approval from the cooperating parties on all printed materials used such as questionnaires and evaluation forms.
5. The program director should seek assistance from management in industry, particularly department heads/supervisors, in developing a curriculum that includes trade terminology and trade math.
6. The program director should provide publicity on the program to the local school system and community.
7. The program director should write a narrative which explains in detail the CABE program which could be distributed to the cooperating parties and to anyone else interested in the CABE program.

B. The program director as related to the staff (teachers and teachers' aides).

1. The program director should let the staff know their responsibilities including (a) levels to be taught (b) participants with whom they will be working, and (c) any additional responsibilities or duties as related to program management such as record-keeping, curriculum development, and evaluation.
2. The program director should provide inservice training in:
 - a. Orientation to industry.
 - b. Program history and objectives.
 - c. Screening and selection procedures.
 - d. Attendance regulations and completions.
 - e. Program format.
 - f. Instructional materials used.
 - g. Testing and evaluation procedures.
 - h. Record-keeping in participant file folder.
3. The program director should explain record-keeping for staff, hours of working, and method by which they will be paid by the local school system as related by the local ABE supervisor.

VI. MANAGEMENT OF PROGRAM

C. The program director as related to the participant.

4. The program director should develop and explain an alternate system of responsibilities and program management if and when the program director and/or teachers and teachers' aides are absent.
5. The program director should keep the staff informed of any workshops and conferences that might be beneficial to them and the CAFE program.

1. The program director should develop a file on each participant that:
 - a. Contains information needed for the register and other State
 - b. Note types of pre- and post-tests administered and the scores on each. (The TABE test is used at Planters in addition to mastery tests which accompany workbooks.)
 - c. Lists department, supervisor, shift, and job description of the participant.
 - d. Lists instructional materials used with the participant.
 - e. Indicates entry, withdrawal, and/or completion dates.
 - f. Contains any other information pertinent to the CAFE program and the participant.
2. The program director should develop an accurate accounting system for hours in attendance of participants needed for the State Department of Education, for progress reports, and for pay purposes if the participant is paid for attendance by industry.
3. The program director should contact the participant when attendance requirements are not met.
4. The program director and/or staff should make a special effort to work with each participant (even if for just a few minutes) every class meeting in order to let him know that he is noticed, important, and will be helped.
5. The program director and/or staff should visit the participants while on the job.
6. The program director and/or staff should make periodic checks of the participant's work in class, should find out if the participant is getting what he came for, and find out what changes need to be made in his instructional materials. (Participants tend to be shy in asking for help and in voicing likes and dislikes.)
7. The program director and staff should be understanding of the participant's home and work responsibilities that might cause a change in schedule or poor class performance.

D. The program director as related to the curriculum.

1. The program director and staff should select and/or develop instructional materials based on program objectives and participant needs.
2. The program director and staff should review and revise instructional materials as program objectives and participant needs change.
3. The program director should work with the local ABE supervisor in developing a system by which materials are ordered.
4. The program director should develop and implement a system for reordering materials to prevent exhausting the existing supplies.
5. The program director and staff should begin incorporating trade terminology and trade math into the regular ABE curriculum (Appendix K).

GLOSSARY

GLOSSARY OF ANACRONYMS AND TERMS USED IN HANDBOOK

agency = party (cooperating agency = cooperating party)

CABE = Cooperative Adult Basic Education program

CABE/PET = Cooperative Adult Basic Education/Planters Employee Training Program

Class = time spent by participant in individualized study or small group instruction

cooperating parties = educational agency (local school system), industry, and labor

documentation = "writing things down"

DWA = Distributive Workers of America

GED = General Educational Development Test

labor = union

management = industry

participant = adult student in CABE program

PET = Planters Employee Training program

staff = teachers and teachers' aides

REFERENCES

REFERENCES

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4. Jacobs, F. and Cowden P. "The Relevance of Recurrent Education to Worker Satisfaction." **Monthly Labor Review**, 100 (April 1977), 61-64.
5. Martin, J. **The Wired Society**. New Jersey: Prentice-Hall, Inc. 1978.
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APPENDIX

14

Appendix A

**Statistics supporting the development of a
CABE program in industry.**

Statistics supporting the development of a CABE program in industry.

1. The trade union movement was developed to provide for the needs of American workers. One of those needs was education. In 1921, Arthur Gleason (2:8) explained the "worker's education simply registers the desire of a group to continue growing, even after the members are twenty-one years old. Where two or three are gathered in freedom and equality, and continue to meet regularly, and discuss one subject till the facts of it have been lifted into interpretation — there is education." He further cites the three purposes of worker education as (1) leadership training for promising rank and file, (2) social and civic education of the rank and file and (3) education for the love of it for the rank and file.
2. The union's education efforts were geared toward the general education of its members — "more intelligent workers and citizens" (2:16).
3. In a ten year study (1966-1977) done by the Bureau of Labor Statistics, the following data was produced:
 - (1) The portion of workers who are high school graduates has gone up by at least 105 in nearly all occupational groups, for both men and women.
 - (2) Among men, these changes have been especially pronounced among the blue-collar workers, service workers, and farm-workers. For instance, in March, 1976, 185 of male crafts workers and at least 105 of other blue-collar workers had one year of college or more, proportions double those of a decade ago.
 - (3) In the last 10 years, the number of working women with college degrees has doubled, the number of employed male college graduates has increased by two-thirds.

(Michelotti, 6:64)
4. "In November, 1977, when the U. S. unemployment rate was about 75, the Conference Board's index of help-wanted advertising reached an all-time peak. The jobs are there but the trained people are not." (Striner, 7:16)
5. James Martin in his new book, **the Wired Society** (5), predicts that the not-to-distant future holds a three and a half day work week, technologically dictated two, three and four careers for each individual, more extensive training necessitated by the super mechanized work place depleting most simple jobs, and the decrease in the need to store facts in our heads due to the tremendous increase in data access via computers.
6. Jacobs and Cowen state that the new worker will foster "an increased demand for employment-related education, job satisfaction, personal growth and career mobility." (4:61). They further explain that "the most significant of these anticipated changes (in the work setting) is likely to be increased utilization of educational opportunities.
7. The Bureau of Labor Statistics reported that 344 out of 1823 major collective bargaining agreements already contained specific provisions for education and training. (4:61).
8. Jacobs and Cowden, for instance, in citing the requirements of education demands of workers state and educational process to be developed must "complement the work experience, be inexpensive and be accessible." (4:61).

Appendix B
The PET Program Information Sheet
for use in recruitment.

Having Trouble With Reading?

Maybe We Can Help!

PLANTERS EMPLOYEE TRAINING PROGRAM (PET)

Having Trouble With Writing?

Maybe We Can Help!

PLENTERS EMPLOYEE TRAINING PROGRAM (PET)

Having Trouble With Arithmetic?

Maybe We Can Help!

PLANTERS EMPLOYEE TRAINING PROGRAM (PET)

Want To Improve Your On-The-Job Skills?

Maybe We Can Help!

PLANTERS EMPLOYEE TRAINING PROGRAM (PET)

**Turn The Page,
Maybe We Can Help!**

The PET Program

What does it teach?

It teaches reading to the beginning reader and to anyone wanting to improve his reading.

It teaches math skills including addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals.

It teaches everyday English skills.

It teaches spelling.

It teaches day-to-day living skills such as budgeting, comparison shopping, loans and credit, insurance, etc.

How can the PET Program help you?

It can help you become a better employee.

It can help you feel good about "you".

It can help you become eligible for further training programs and job advancement.

Planters will pay you for two hours of the required four hours per week attendance at your regular hourly wage.

What are the dates, days, hours, and location of the PET program?

Classes will begin September 11, 1978

Classes will be conducted from 1:00 p.m.-6:00 p.m. on Monday, Tuesday, Wednesday, and Thursday. (You can choose any two days and any two hours per day to make up the required four hours per week attendance.)

Classes will be conducted in the conference/classrooms in the main plant, 3rd floor cafeteria.

What are the "rules" of the PET Program?

You must attend four hours of class per week.

You will be asked to set up a regular study schedule of the same two hours per day for the same two days per week to make up the required four hours per week attendance.

You must attend all four hours of class per week to receive any pay.

You can attend more than four hours per week but would not receive any pay above the two hours.

Who can register and how are you selected to participate in the PET Program?

Any employee of Planters with less than a eighth grade education can register to become a possible participant in PET.

Participants will be selected from the list of registrants with preference given to those who have worked at Planters the longest and to available openings in the program

If you aren't selected as one of the first forty participants, your name will be kept on a waiting list.

Appendix C

**Information sheet for department heads/supervisors
for use during recruitment.**

How can **you**, the department head or supervisor, help to make the Planters Employee Training Program (PET) successful?

You should . . .

- . . . know what the PET program is all about.
- . . . show enthusiasm toward the PET program. (Your attitude can influence the employees' attitudes.)
- . . . be sensitive and understanding to those employees who can't read and in tactful manner get information to them by word of mouth concerning PET.
- . . . show an interest in an employee participating in the PET program by talking to him about the class and his work in class.
- . . . encourage employees in your department to attend the Open House.
- . . . be cooperative in allowing employees time off to attend the Open House if it can't be done at lunch or on breaks.
- . . . tell employees that the Open House will be the only time for them to register.
- . . . inform shop stewards of the August 8 Union Board meeting at 4:00 in the Union Hall. (The PET program will be explained at this meeting.)
- . . . urge employees to attend the Union Meeting on August 14 at 4:00 in the Union Hall. (The PET program will be explained at this meeting.)

Dates to Remember!

August 8	Union Board Meeting	Union Hall
August 14	Union Membership Meeting	Union Hall

Open House and Registration

When:	Tues., Aug. 15	10:00 a.m.-3:30 p.m.
When:	Tues., Aug. 15	10:00 a.m.-3:30 p.m.
	Wed., Aug. 16	10:00 a.m.-3:30 p.m. and 6:00 p.m.- 8:30 p.m.
	Thurs., Aug. 17	10:00 a.m.-3:30 p.m. and 10:30 p.m.-11:30 p.m.

Where: 3rd Floor Cafeteria — Main Plant

*Registration for Cold Storage and Oil Mill employees will be held within each department.

Cold Storage	Fri., Aug. 18	9:45 a.m. and 8:00 p.m.
Old Mill	Fri., Aug. 18	11:00 a.m.

Appendix D

Listing and description of jobs held in each department.

MEMO

Date: August 4, 1978

To: Department Head or Supervisor

From: Mimi Felton, Program Director

Subject: Planters Employee Training Program

A listing and description of the jobs held in each department throughout Planters and the reading, writing, and math skills required of each job.

On the forms provided, please list and describe the different types of jobs held in your department.

In column I, give the job title.

In column II, describe exactly what the employee does who performs this job.

In column III, if any reading skills are required of this job, list the types of materials that are read. If no reading is required, put NONE. (Include example copies when appropriate and available.)

In column IV, if any writing skills are required of this job, list examples or include forms that might have to be filled out by the employee. If no writing skills are required, put NONE.

In column V, if any math skills are required of this job, list examples of the math skills used including such basic tasks of counting or even reading numbers. If no math skills are required, put NONE.

Your time and expertise in providing this information will be greatly appreciated. This information is essential in developing a curriculum for PET that will include trade terminology and trade math.

Please return these forms to me by Sept. 1, 1978. If you have any questions in the meantime, do not hesitate to get in touch with me.

Thanking you for your cooperation in this matter.

Mimi Felton

DEPARTMENT _____

DATE _____

NAME OF DEPARTMENT HEAD/SUPERVISOR COMPLETING THIS FORM _____

I	II	III	IV	V
JOB TITLE	DESCRIPTION OF JOB	READING	WRITING	MATH

Appendix E

Open House Announcement used during recruitment.

You're Invited To An Open House

Given by: Planters Employee Training Program (PET)

When:	Tues., Aug. 15	10:00 a.m.-3:30 p.m.
	Wed., Aug. 16	10:00 a.m.-3:30 p.m. and 6:00 p.m.- 8:30 p.m.
	Thurs., Aug. 17	10:00 a.m.-3:30 p.m. and 10:30 p.m.-11:30 p.m.

Where: 3rd Floor Cafeteria — Main Plant

Find out about us (PET) and register to become a possible participant in our program.

•Registration for Cold Storage and Oil Mill employees will be held within each department.

Cold Strage	Fri., Aug 18	9:45 a.m. and 8:00 p.m.
Oil Mill	Fri., Aug. 18	11:00 a.m.

Appendix F
Registration Card

7

PLANTERS EMPLOYEE TRAINING PROGRAM

Registration FormName _____
last first middle

Badge no. _____

Department _____

Supervisor _____

Shift _____

Date _____

Appendix G
**The Information Sheet — a gross
placement instrument.**

The Information Sheet

A considerable amount of information is necessary in order to complete each student's file folder, and it is felt that several things might as well be accomplished at once, so questions relating to the file folder information are used as the basis for a placement instrument. This test is devised in such a manner that the student has the feeling of filling out an application questionnaire rather than taking an examination.

Later, the student's instructor or the teacher-aide can transfer the information from the placement instrument to the file. The placement instrument accomplishes at least three purposes simultaneously. One, it offers a gross placement for the incoming student. Two, it accumulates necessary information for the student's information file. Three, it puts the student "at ease" in the sense that the student has a feeling of being in the preliminary stages of enrollment and is not yet under stress. Also, the instrument gives the instructor a good beginning for judging the student's usable vocabulary, grammar, punctuation, spelling, and reading ability, all of which is invaluable information in setting up a program of individualized instruction for the student.

Briefly, the rationale for the placement instrument is as follows: If the student can read at all, and can write at all, then the questions coming under the "A" section can most likely be answered. If the student goes no farther than the "A" section, Level I is indicated and the student should be placed in the appropriate worktexts. If a student continues into the "B" section but fades before finishing, placement in the terminal Level I group or into the low Level II group is indicated. If the student goes straight through the "B" section, answering the questions as they stand, with accurate and clear answers, then placement into the top end of the Level II group is desirable, with Level III material ready and waiting. If the student sweeps right on into the "C" level questions and answers them correctly, which means without misspelling or bad punctuation or grammar and with understandable responses which are pertinent to the questions, then the student should be placed in GED preparatory material and readied for the GED tests. Of course, if the student has some degree of capability in understanding the wording of the questions in section "C", but falters in answering, the student should be placed in Level III and psychologically, as well as academically, readied for entry into the GED preparatory level.

Adapted from: Extension Teaching & Field Service Bureau, Division of Extension, The University of Texas at Austin. Permission to reproduce granted to Adult Education Programs.

INFORMATION SHEET

- A.
1. Write or print your name: _____
 2. What is your address? _____
 3. What is the date today? _____
 4. Do you have a telephone? _____ What is the number? _____
 5. Are you married? _____ What is your husband's name (or wife's name)? _____
 6. When is your birthday? _____
 7. When were you born? _____
- B.
1. Are you a citizen of the United States? _____
 2. Are you a citizen by birth or by natufalization? _____
 3. Do you maintain private transportation? _____
 4. If so, what type? _____
 5. Do you possess a valid driver's license? _____
 6. What is your ethnic origin? _____
 7. Are you a registered voter in the State of Virginia? _____
 8. If you are presently employed, please indicate whether you are employed on a full-time or a part-time basis. _____
 9. How long have you worked for your present employer on the job you now hold? _____
 10. Do you subscribe to a newspaper? _____
 11. Do you subscribe to any magazines? _____
 12. If so, please list them. _____
 13. Do you own (or have ready access to) a T.V. set? _____
 14. Do you own a radio or is one available to you? _____
 15. Please answer with either **fine**, **good**, **fair**, **poor**, or **bad** the following questions:
 - a. How is your vision? _____
 - b. How is your hearing? _____
 - g. How is your general health? _____

16. Please write in words the number of times you estimate that you visit the doctor each year. _____

17. How did you learn about this program? _____

C. 1. Please write a brief and pertinent paragraph explaining how you were made aware of this program.

2. Please write a paragraph telling the aspirations which you have that you feel can be enhanced or furthered by the program which you are now beginning.

3. Please write a paragraph about yourself, as you see yourself. You may reiterate the information which you have already given in the above paragraph.

4. Give me that information which you feel will be most helpful in aiding an instructor who is trying to prepare a program of instruction suited to your particular needs.

Appendix H

Examples of some materials contained in screening folder.

REGISTRATION AND INFORMATION SHEET

(A modification of the Information Sheet, Appendix G to make information appropriate to PET program.)

- A. 1. Print your name. _____
Last First Middle
2. What is your badge number? _____
3. What department do you work in? _____
4. Who is your supervisor? _____
5. How long have you worked at Planters? _____
6. Circle the shift you are working on now. A B C
7. What time do you get to work? _____
8. What time do you leave work? _____
9. Circle the last grade you attended in school.
- 1 2 3 4 5 6 7 8 9 10 11 12

- B. | 1. Write (sign) your name. _____
2. What is your Social Security number? _____
3. What is your address? _____
4. What is the date of today? _____
5. Do you have a telephone? _____ What is the number? _____
6. Are you married? _____ What is your husband's (or wife's) name? _____
7. When is your birthday? _____
8. When were you born? _____

- C. 1. Are you a citizen of the United States? _____
2. Are you a citizen by birth or by naturalization? _____
3. Do you maintain private transportation? _____
4. If so, what type? _____
5. Do you possess a valid driver's license? _____
6. What is your ethnic origin? _____
7. Are you a registered voter in the state of Virginia? _____
8. If you are presently employed, please indicate whether you are employed on a full-time or part-time basis? _____

9. How long have you worked for your present employer on the job which you hold? _____
 10. Do you subscribe to a newspaper? _____
 11. Do you subscribe to any magazines? _____
 12. If so, please list them. _____

 13. Do you own (or have access to) a T.V. set? _____
 14. Do you own a radio or is one available to you? _____
 15. Please answer either **fine**, **good**, **fair**, **poor**, or **bad** to the following questions:
 - a. How is your vision? _____
 - b. How is your hearing? _____
 - c. How is your general health? _____
 16. Please write in words the number of times you estimate that you visit the doctor each year.

 17. How did you learn about this program? _____
- D. 1. Please write a brief and pertinent paragraph explaining how you were made aware of this program.

2. Please write a paragraph telling the aspirations which you have that you feel can be enhanced or furthered by the program in which you may become a participant? _____

3. Please write a paragraph about yourself, as you see yourself. You may reiterate the information which you have already given in the above paragraph. _____

4. Give me that information which you feel will be most helpful in aiding an instructor who is trying to prepare a program of instruction suited to your particular needs.

Name _____

MATH**I
Whole Numbers**

____ Addition

____ Subtraction

____ Multiplication

____ Division

**II
Fractions**

____ Addition

____ Subtraction

____ Multiplication

____ Division

**II
Decimals**

____ Addition

____ Subtraction

____ Multiplication

____ Division

Instructional materials for Math:

Comments:

READING

READ (Reading Evaluation — Adult Diagnosis)

Reading Readiness (RR) Instructional Level _____

Word Recognition (WR) Instructional Level _____

Reading Comprehension (COMP-R) Instructional Level _____

Listening Comprehension (COMP-L) Instructional Level _____

WRAT Reading Level _____

Instructional materials for Reading:

Comments:

Other instructional materials assigned:

Name _____
 Badge number _____

Addition

53	40	73	99	745
+ 36	+ 28	+ 8	+ 53	+ 266

$$\begin{array}{r} \$43.57 \\ 6.89 \\ .72 \\ + 3.12 \end{array}$$

$$\$10.00 + \$.25 + \$4.40 + \$6 =$$

Subtraction

16	48	745	6805	7004
- 8	- 26	- 246	- 3527	- 6657

$$\begin{array}{r} \$15.00 \\ - 1.75 \end{array}$$

$$\$64 - \$12.66 =$$

I

Multiplication

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} 762 \\ \times 52 \\ \hline \end{array}$$

$$\begin{array}{r} 206 \\ \times 30 \\ \hline \end{array}$$

$$\begin{array}{r} 378 \\ \times 295 \\ \hline \end{array}$$

$$\begin{array}{r} 482 \\ \times 791 \\ \hline \end{array}$$

Division

$$7 \overline{) 63}$$

$$7 \overline{) 287}$$

I

$$12 \overline{) 384}$$

$$9 \overline{) 2007}$$

$$16 \overline{) 4864}$$

$$126 \overline{) 27090}$$

II

Addition

$$\begin{array}{r} \frac{1}{8} \\ \frac{3}{8} \\ \frac{8}{8} \\ + \frac{5}{8} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{1}{2} \\ \frac{2}{2} \\ + \frac{1}{4} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{2}{3} \\ \frac{3}{3} \\ + \frac{1}{4} \\ \hline \end{array}$$

$$\begin{array}{r} 15 \frac{3}{4} \\ + 12 \frac{1}{4} \\ \hline \end{array}$$

$$\begin{array}{r} 19 \frac{7}{8} \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \frac{1}{4} \\ + 13 \frac{3}{8} \\ \hline \end{array}$$

Subtraction

$$\begin{array}{r} \frac{3}{4} \\ \frac{4}{4} \\ - \frac{1}{4} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{3}{4} \\ \frac{4}{4} \\ - \frac{1}{8} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{1}{3} \\ \frac{3}{3} \\ - \frac{1}{4} \\ \hline \end{array}$$

$$\begin{array}{r} 21 \frac{3}{4} \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 7 \frac{2}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 30 \frac{1}{2} \\ - 14 \frac{1}{4} \\ \hline \end{array}$$

II

Multiplication

$$5 \times \frac{3}{10} =$$

$$9 \times 2\frac{1}{3} =$$

$$\frac{1}{2} \times \frac{4}{5} =$$

$$8\frac{1}{3} \times \frac{3}{5} =$$

$$\frac{1}{2} \times 25 =$$

$$3\frac{1}{3} \times 2\frac{2}{5} =$$

Division

$$\frac{3}{8} \div 3 =$$

$$3 \div \frac{3}{8} =$$

$$\frac{1}{2} \div \frac{1}{6} =$$

$$4\frac{2}{3} \div \frac{1}{8} =$$

$$5\frac{1}{3} \div \frac{1}{2} =$$

$$10\frac{1}{2} \div 1\frac{3}{4} =$$

72

IIAddition

$$\begin{array}{r} .4 \\ + .5 \\ \hline \end{array}$$

$$\begin{array}{r} 108.75 \\ + 235.87 \\ \hline \end{array}$$

$$1.046 + .87 + .9 + 4 =$$

Subtraction

$$\begin{array}{r} .9 \\ - .4 \\ \hline \end{array}$$

$$\begin{array}{r} 128.9 \\ - 19.8 \\ \hline \end{array}$$

$$216.5 - 19 =$$

$$137 - 15.8 =$$

II

Multiplication

$$\begin{array}{r} .4 \\ \times .9 \\ \hline \end{array}$$

$$\begin{array}{r} 1.5 \\ \times .9 \\ \hline \end{array}$$

$$\begin{array}{r} .025 \\ \times .3 \\ \hline \end{array}$$

$$\begin{array}{r} .15 \\ \times .06 \\ \hline \end{array}$$

$$\begin{array}{r} .004 \\ \times .03 \\ \hline \end{array}$$

$$\begin{array}{r} 3.5 \\ \times 2.4 \\ \hline \end{array}$$

Division

$$.5 \overline{) .25}$$

$$15 \overline{) 2.25}$$

$$1.2 \overline{) 48.}$$

$$.15 \overline{) 75.}$$

Appendix I
Resource Materials.

Adult Basic Education Curriculum and Resource Guide

Virginia Adult Education Service
Department of Education
P. O. Box 6-Q
Richmond, Virginia 23216

A series of five publications on Cooperative Adult Education Programs, products of the Cooperative Adult Education Project.

Product Utilization
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

READ (Reading Evaluation Adult Diagnosis)

Literary Volunteers of America, Inc.
700 E. Water Street
Syracuse, N. Y. 13210

TABE (Test of Adult Basic Education)

California Test Bureau
Del Monte Research Park
Monterey, California 93940

WRAT (Wide Range Achievement Test)

Gudicance Associates
Wilmington
Delaware 19806

Appendix J
General Instructions Sheet for participant packet.

GENERAL INSTRUCTIONS

I. Attendance regulations

- A. You must attend 4 hours of class per week (2 hours for the 2 days scheduled for you to attend).
- B. If you miss 8 consecutive hours or 4 class meetings you will be dropped from the program.
- C. Please let me or Mr. George Holland know if you must be absent or if you are going on vacation. Vacations are excused absences.
- D. Let us know of any change in shifts that would prevent your coming to class as scheduled. We will try to work out a new schedule for you.
- E. If your class day falls on a holiday, there will not be a class meeting. You do not have to make up the class. You will be paid for the class if you come the remaining 2 hours for that week, and if you are being paid for the holiday by Planters under your regular work schedule.

II. Class procedures and rules

- A. There will be no smoking or eating in the classrooms. Feel free to leave the room if you wish to smoke or to go to the restroom. However, realize that any break you take should be brief. Your time in class is very valuable.
- B. Try to budget your time in class. Do not spend all 2 hours on one subject. Divide your time among the workbooks you have or work on your weakest subject first and the most.
- C. There will be occasions when you will be asked to join a group to view the T.V. or to discuss a topic of interest to everyone. I think you will enjoy such group activities and feel it is an important part of the program.
- D. When working individually, do not hesitate to ask for help when you need it. Raise your hand or call one of the teachers or aides for help. Also call us to check your work. When you complete a page in math, we should check your work before you go on to the next page. As you complete a unit in reading or **Everyday English**, ask us to check this work also.

III. Packets containing materials used in class

- A. Put your name on all workbooks in packet.
- B. You will find a calendar listing the holidays (paid) from September 1978 through May 1979.
- C. **News for You** is a newspaper provided in class for you to read. Attached to the calendar is a slip of paper which states which edition of the paper you should read. Be sure to get the right edition. You should get only one paper each week. You may take the newspaper home for your family to read and enjoy.
- D. Be sure to return all your materials to your packet at the end of class, including pad, pencils, workbooks, and then return the packet to the drawer from which you got it. Try to keep the packets in alphabetical order.
- E. As you come to class go ahead and get your packet from the drawer and begin working.
- F. Keep packets in classroom at all times. If you wish to do homework in a particular workbook, take only that workbook home. It will be your responsibility to keep up with your workbooks. Workbooks cannot be replaced.

Appendix K
Curriculum Development Plan and Guide

CABE Programs in Industry

CURRICULUM DEVELOPMENT PLAN AND GUIDE

(A method to incorporate trade terminology and trade math into the regular ABE curriculum is being developed and implemented in the CABE/PET program. The following Curriculum Development Plan and Guide will be used along with other methods that will evolve. The final Curriculum Guide for use in industries will be completed by June, 1980.)

CURRICULUM DEVELOPMENT PLAN

Steps to take in identifying, incorporating, and using trade terminology and trade math into the regular ABE curriculum in a CABE program in industry.

- 1) Identifying trade terminology and trade math.
 - a) Obtain an organizational chart showing all departments of the industry.
 - b) Identify the jobs (most common to participants in CABE program) performed in each department.
 - c) Obtain a description of each job.
 - d) Identify the reading, writing, and math skills required of each job using the Curriculum Development Guide.
- 2) Incorporating trade terminology and trade math into the regular ABE curriculum.
 - a) Utilizing the data obtained from Step 1 above, create a folder, kit, notebook, or the like containing (1) a listing of words common to that job, (2) examples of math skills required in performing that job, and (3) a compilation of forms, vouchers, memos, etc. used in that job.
 - b) Create a similar folder, kit, notebook, or the like, containing the trade terminology and trade math common to all employees as identified in the communication flow (Step 5, Curriculum Development Guide).
- 3) Using the trade terminology and trade math in the existing CABE program.
 - a) Find out the job held by each participant in the program.
 - b) Locate the folder, as created in Step 2 above, on the job of the participant.
 - c) The instructor must then become familiar with or be aware of the trade terminology and trade math of the participant/s with whom he is working.
 - d) As skills in reading, writing, and math are introduced or developed in the regular ABE curriculum, appropriate and related trade skills from the job folder can be pulled and incorporated into the instruction.

CURRICULUM DEVELOPMENT GUIDE

Steps for the program director or staff member to take in identifying the basic skills (reading, writing, and math) needed by an employee performing a specific job.

- 1) Go to the Personnel or Human Resources Department.
 - a) Obtain a description of each job common to participants in the CABE program. (At Planters this is found in what is called a **Bid Description Book**.) Choose one specific job at a time.
 - b) Identify the necessary skills or qualifications required in the job as listed in the **Bid Description Book**.
- 2) Observe the job.
 - a) Describe the job in your own words.
 - b) Identify the reading skills required.
 - 1) Make a list of signs seen in the working environment of the job.
 - 2) Obtain examples of all reading materials.
 - c) Identify the math skills required.
 - 1) Make a list of math skills used on the job.
 - 2) Obtain examples of forms, charts, graphs, etc. where math skills are used.
 - d) Identify the writing skills required.
 - 1) Make a list of any writing skills used on the job.
 - 2) Obtain examples of forms, charts, etc. completed on the job.

- 3) Interview the department head or supervisor of department in which job is performed.
 - a) Ask for a description of the job in his own words.
 - b) Ask what reading skills are necessary in performing the job. List the skills and obtain examples.
 - c) Ask what math skills are necessary in performing the job. List the skills and obtain examples.
 - d) Ask what writing skills are necessary in performing the job. List the skills and obtain examples.
- 4) Interview two to three employees performing the job.
 - a) Ask him to describe what he does on his job.
 - b) Ask him if he has to read anything in order to get his job done. List and obtain examples.
 - c) Ask if he has to count, work with numbers, or figure any math, in order to get his job done. List and obtain examples.
 - d) Ask if he has to write down anything while he is working. List and obtain examples.
 - e) Ask him if there are any skills he would like to have to help him do his job better.
- 5) Identify the communication flow, Communication flow includes all the printed words an employee encounters outside his immediate working environment.
 - a) Consider the following areas: cafeteria, Human Resources Department, First Aid station, Credit Union, Payroll Department, Safety Department, Bulletin boards, newsletters, union handbook (if applicable).
 - b) Make a list and obtain examples of the reading, writing and math skills associated with each area.

Appendix L
CABE/PET Program Instructional Materials

CABE/PET Instructional Materials . . .

. . . in reading:

Title	Level	Book Company
The New Streamlined English Series, Skill Books 1-5	I	New Readers Press Box 131 Syracuse, NY 13210
• News for You (newspaper)		
Edition A	I	New Readers Press
Edition B	II	Box 131 Syracuse, NY 13210
? Reading for Survival Series	II	Cambridge, NYT 488 Madison Ave. New York, NY 10022
Reading Competence		
Reading Improvement		
Reading Performance		
Reading Achievement		
• Reading for Understanding, Jr. (SRA Reading Kit)	I & II	Science Research Asso. 259 East Erie Street Chicago, IL 60611
? Everyday English	II	Steck-Vaughn Company P. O. Box 2028 Austin, TX 78768

. . . in math:

Title	Level	Book Company
? Steps to Mathematics (Revised Book 1)	I	Steck-Vaughn Company P. O. Box 2028 Austin, TX 78768
? Steps to Mathematics (Revised Book 2)	I	Steck-Vaughn Company P. O. Box 2028 Austin, TX 78768
• Working with Numbers Series		
Rectangle Book	I	Steck-Vaughn Company
Pentagon Book	II	P. O. Box 2028
Hexagon Book	II	Austin, TX 78768
• Basic Essentials of Math (Revised Part I)	II	Steck-Vaughn Company
? Basic Essentials of Math (Revised Part II)	II	P. O. Box 2028 Austin, TX 78768

. . . in spelling:

? Dr. Spello	II	McGraw-Hill Book Co. Distribution Center Princeton Rd. Highstown, NJ 08520
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. . . in consumer education:

Title	Level	Book Company
? Just Around the Corner (Series I) Videotapes & Videotests	I & II	Cambridge, NYT 488 Madison Ave. New York, NY 10022

Note:

- Indicates materials which are effective in teaching the basic skills and in meeting the needs of the CABE/PET program
- ? Indicates materials which have not been effective in teaching the basic skills and in meeting the needs of the CABE/PET program but might be in another program.